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Reported is a project for 38 teachers, enrolled in a graduate school reading course, who participated in a Title I summer reading program for 313 low achieving ghetto students. The teacher-graduate students served as tutors four days per week and attended college sessions on the fifth day. These sessions were devoted to instruction in the use of standard reading diagnostic tests, discussion and demonstration of various tutorial teaching procedures and strategies, and analysis and interpretation of some case studies from a text for reading teachers. The document describes a variety of remediation procedures used by the tutors and presents some "impressionistic" evaluations of the project's effectiveness. Responses of tutors and tutees to questionnaires about the program are included. (NH)

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TEACHING READING TO DISADVANTAGED CHILDREN ENROLLED IN A TITLE I SUMMER READING PROJECT

UD 007 272

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Practicum in Reading is a required specialization course for graduate students at Jersey City State College who seek to obtain a Masters Degree in Reading at either the elementary or the secondary school levels. During the Fall and Spring semesters the activities include one or more field experiences, such as helping to initiate a reading program in a neighboring community, providing assistance to teachers by helping them to individualize their instruction through tutorial or small group remediation, screening and testing pupils for admission into various phases of a developmental program, observing them teaching an entire class, making recommendations regarding appropriate materials and visual aids, participating in the evaluation of a school-wide reading program, etc. Since these activities take place within the school day, any but full time fellowship students are precluded from taking Practicum. When Practicum is offered in the summer, the student is "introduced to an effective program of diagnosis and treatment of academic behavior by using himself as the subject." Emphasis is upon the improvement of the graduate student's own reading and study skills. Professors of Practicum, however, may elect to substitute other activities of a practical nature.

Knowing beforehand that most of the summer Practicum enrollees were teachers a little tired of the steady diet of lecture-demonstrations, yet eager to teach children on a one-to-one- basis with the expectation of professorial guidance and supervision, I contacted a local public school principal and received permission from her (with the backing of the Jersey City assistant superintendent) to allow thirty-eight graduate students to participate in a Title I program for disadvantaged youngsters.

Three hundred thirteen students aged 6-16 had voluntarily registered for the federally funded project. The sole criterion for admission was failure in their previous year's work. Responsible for teaching these youngsters were thirty-four first-through-eighth grade teachers chosen primarily on the basis of years of experience teaching disadvantaged youngsters. At least 90 per cent of these teachers had not received special training in teaching reading. Nor

did any orientation program precede their summer school assignment. From 9:00 A.M. to 12:00 P.M. each day except for weekly field trips (one to Annapolis), these teachers, using preassigned materials (New Reading Skilltext Series by Eleanor M. Johnson, 1961 for comprehension and vocabulary work and Happy Times with Sounds by Kola M. Thompson, 1960, a phonics workbook), divided their instructional time equally among three pre-designated areas of instruction: phonics, reading and arithmetic.

The graduate tutors ranged in age from 21-55 (median 26); experience teaching in the elementary or the secondary schools 0-26 years (median 2); experience teaching reading, 0-26 years (median 2); graduate coursework in reading 0-8 courses (median 2); graduate work in non-theoretically oriented courses (Diagnosis and Treatment of Reading Disabilities, Role of Reading in the Secondary Schools or any other practically oriented course) 0-3 (median 1). Among the thirty-eight, only three had not taught in any capacity.

On their arrival at the inner city school, the tutors were assigned a child, presumably a poor reader, in accordance with their expressed grade preferences. Their assignment was to work four days a week with their tutee for about an hour each day, depending on the youngster's motivation, interest or temperament. Remediation was not limited to the improvement of word analysis skills but included some or all of these activities: listening, speaking, observing, discussing, reading and writing. Once a week, the day the children attended field trips, the tutors reported to college sessions devoted to:

(a) Administration, interpretation and limitations of the Durrell Analysis of Reading Difficulty and the Gates-McKillop Reading Diagnostic Tests. (The tutors used these tests to diagnose their tutee's reading difficulties.)

(b) Discussion and demonstration of various tutorial teaching procedures and strategies.

(c) Analysis and interpretation of selected case studies from the text Case Studies for Reading Teachers by Lillian R. Putnam (1967). (Special attention was focused on the remediation of errors pinpointed by the Gates-McKillop Reading Diagnostic Test.)

For approximately twenty minutes of most sessions in the auditorium of the public school before or after tutorial work, the professor responded to questions relating to specific problems encountered by the tutors. During the hour of tutorial instruction the professor was busily engaged in any or all of these activities, most frequently at the tutor's request:

(a) Interpreting the results of the various diagnostic tests with particular reference to discrepancies between various subtests.

(b) Demonstrating how to incorporate the information obtained from the various sub-tests into a remedial program.

(c) Providing on-the-spot assistance to those requesting it either to attempt to reach an unresponsive youngster or to teach some aspect of reading which the tutor felt inadequate to handle.

(d) Suggesting appropriate materials or recommending the need for varying the teaching procedures.

(e) Administering the Peabody Picture Vocabulary Test to children about whose conceptual ability the tutor had doubts.

(f) Administering supplementary tests unobtainable from the Durrell and the Gates-McKillop. One graduate student, a learning disabilities specialist, administered such tests as the Bender-Gestalt and the Illinois Test of Psycholinguists Abilities to children suspected of perceptual difficulties. In cases where moderate perceptual disorientation was indicated, she provided the tutor with the appropriate materials and the know-how for a logical progression of remediation.

The fact that almost all the tutors met with their tutees in a central place, the public school auditorium, enabled the professor to effortlessly observe what was going on and to be readily available when any tutor needed assistance.

Each tutor was required to submit two copies of a detailed log of teaching activities. The reports were also to include the tutee's initial and final reading status based upon formal and informal testing procedures, the tutor's and the tutee's perceptions and/or reactions to various remedial procedures and suggestions for future remediation. Since one of the copies was to be given to the principal who

would forward it to the tutees' new teachers in September, the tutors were told to use non technical language readily intelligible to a non-specialist in reading. (Poor: Child has difficulty in recognizing inflectional endings and digraphs. Good: Child confuses or omits word endings e.g. "action for acting", "gardens for gardaners", "longer" for longest, "sell" for sells; child consistently confuses "ch" and "sh", needs help on pronouncing the "th" sound when it is voiceless as in "thick" and "thin" and when it is voiced as in "the" and "their".)

It was no easy task for some tutors to work with disadvantaged youngsters, even in a one-to-one relationship. The children's paucity of knowledge about the most elementary concepts - their ignorance of a world outside their four square block ghetto existence - their poor speech and lack of social grace were upsetting.

One tutor from the mid-West who had been raised and educated for three years in a predominantly white, Protestant community, whose past world had been filled with neatness and cleanliness, needed time to adjust to working with such slow children.

> "I'm basically from a travel-minded, history-liking world. I'm frustrated to teach in a situation where I have to explain every last thing in order to achieve any degree of understanding on the part of my student."

Another tutor who had taken a course geared to understanding the disadvantaged child was appalled by her child's abysmal ignorance:

> "I really never took seriously what I had learned in the course until I worked with J___; he had no conception of what a beach or lake or sand looked like; he didn't even have skates or a bike."

Other tutors complained of their pupil's attitudinal difficulties as well as their verbal "constipation" or inarticulateness:

> "The ease with which my student could be distracted, coupled with her inarticulateness - She said "Yes" or "No" or "I don't know" to all my questions - made me feel frustrated."

Another tutor admitted that her greatest problem was to pierce her tutee's stone wall of indifference:

> "It was often necessary to repeat myself many times to get either a shrug or or a nod. Several times I felt foolish because I realized that I was talking to someone who had tuned me out completely for that moment."

Another:

"I found her to be unemotional and expressionless. She smiled often and spoke when questioned but showed no desire to express her views on any subject.

The enormity of their task was disillusioning. "One had to be teacher, nursemaid and psychologist." "My boy didn't retain what I had taught him despite numerous repetitions and when I did see him make progress he was absent." "She's so wrapped up in her personal problems (pregnancy and family discontent) that I feel that what I say falls on deaf ears." "He needs to learn so much and knowing that in six weeks I would accomplish so little was frightening." "Here I am working with a youngster who seems to show little improvement. No wonder! He is surrounded by poor sentence structure and speech and he's comfortable with it." "He scarcely spoke. His oral reading was extremely poor and he was shy when reading aloud. Word attack skills were scarcely used."

In contrast the majority of the tutors were not attitudinally disadvantaged. They had little trouble establishing rapport because of their attitude of positive expectancy:

> As a mother I see how the education of the children has been neglected. I see the filthy clothing, missing buttons, dirt-encrusted hands and wonder what I can do to help turn the tide against this shame of society. Perhaps I can show some child the beauty of reading by acquainting him with the public library. Perhaps I can open new vistas for him through a trip to a museum or a tour of a railroad station. Or perhaps I can show a child through kindness and understanding that the white world is not the evil place that he thought it to be.

A number of tutors were imbued with the desire to help these children to rise above their apathy and to dispel antagonisms and negativism. They approached their assignment with true evangelical zeal:

> "If through the close teacher-pupil relationship that is established, I can reach a few children in some small way, I will believe that I have made some contribution to a better American life."
>
> "What teacher can resist the magic of being needed? I like working with Spanish speaking children and somehow this feeling gets across and they respond. I speak very little Spanish and usually they speak little English, but we manage to communicate. We can laugh at each other's mistakes."

Several humanistic tutors perceived more similarities than differences between working with disadvantaged and advantaged children. As far as they were concerned "kids are kids; only their environment makes them different."

"Show them warmth, respect and understanding and they will in time reciprocate."

One tutor, comparing her tutee with the children of middle class background with whom she was in constant contact, observed that he was more appreciative, more polite and more eager to learn. He showed his gratitude by presenting his teacher with hand-made water colors.

For the first time, several experienced teachers of ghetto youth reveled in the joy of working in a one-to-one relationship. "Too often, " said one man, "the reward for one's devotion and dedication to a class of thirty youngsters is disrespect, apathy and pupil inertia. But in this summer program a teacher can regain his respect, dignity and optimism. because his students appreciate what is being done for them."

Two graduate students who shared common interests with their tutees got off to a fine start:

"Our love of animals, piano playing and history relating to the American Indian provided a stimulus to talking and reading about these subjects."

"Tommy and I became great friends. We not only had the same name, but we both played the guitar and enjoyed listening to records. We exchanged albums."

The tutors were able to obtain an abundance of materials which they thought were geared to their pupils' interests and needs- instructional and psychological. They purchased their materials from department or book stores - starionery and drug stores or borrowed them from the Curriculum Center of the college library or from the college reading laboratory. The school principal, Mrs. Kalat, permitted the children to borrow books from the small but excellent school "library". Children's newspapers and magazines, picture dictionaries, story books, content area materials on levels that the pupils could read, readers and related workbooks which the pupils hadn't been exposed to, illustrated pamphlets, word games and puzzles, even a typewriter and a phonograph, were frequently observed materials. Of course tutor-made and pupil-made materials supplemented and complemented the use of commercial materials. The tutor's ingenuity and resourcefulness in the use of these materials were much in evidence by the end of the second week. Several snap shot summaries of the variety of procedures used during the course of remediation follow:

Tutor - 10 years experience teaching reading.

Tutee - 9 years old, 3rd grade, 1st grade reading ability.

Major difficulties: Inadequate knowledge of sounds. Poor sight vocabulary. Hesitant, expressionless oral reading. Shyness.

Assets: Good visual memory. Good listening comprehension. Imaginative.

Procedures: Used a combined Sylvia Ashton-Warner-Linguistic approach: Child selects a word he wishes to learn how to read and spell, illustrates the word and dictates a sentence employing the word. The simple sentence is expanded into a "big fat" sentence which is made into a paragraph by asking why? what? where? why? Child reads what he's written with expression and without hesitation. Next, the original word is used to teach a particular sound and through inductive reasoning child is led to make a generalization relating to that sound, e.g. Used the word pencil to develop the short vowel sound ĕ, then asked the child to pick out from a series of words those which contained the ĕ sound. Next the tutee wrote from dictation into his notebook several key words (get, let, net) containing this sound. He was then asked to do exercises such as the following:

Change the "g" in get to "n" and you'll have the name of something used to play tennis.

Change the "n" in net to "p" and you'll have the name of an animal friend.

By constantly hearing and saying the sound and then seeing and writing the visual equivalent of that sound the tutee is led to arrive at this generalization:

When the vowel "e" is between two consonants in a word it usually has the short sound.

To encourage conversation and to provide a stimulus for an imaginative and creative response, the tutor invited the child to react to lower case letters "b" and "d" by drawing what he wished. The "b" became a rocket with a few strokes of the pen and the "d" was transformed into a robot.

Tutor: Tell me about the rocket.

Tutee: It's being blasted off the ground and was going to the moon.

Tutor: Why was it going to the moon?

Tutee: So it could investigate.

Tutor: Who is going to investigate?

Tutee: The ten men on the rocket. (He then looked at his picture and in the top circle drew a man sitting in a chair and in the second circle he drew a ladder and between the two circles a railing. H e then drew an astronaut on the outside of the rocket.)

Tutor: Why did you put the astronaut on the outside of the rocket?

Tutee: So he could look around.

Tutor: Isn't he going to fall off the rocket?

Tutee: No, because he's tied (pointing to the rope he had made attaching the astronaut to the post.)

The tutee's responses formed the basis of a story which was written down by the tutor and then read by the tutee and with expression because it was his own creation.

Tutor: 5 years experience teaching reading.

Tutee: 11½ years old, 3rd grade, 1st grade reading ability.

Major difficulties: Faulty perception and discrimination of sounds. Inability to blend common word parts. Reversals. Perceptual disorientation (directional, size, position in space, spatial relations and figure ground)

Assets: Adequate hearing. Adequate listening comprehension. Good oral vocabulary.

Procedures: Used the "Buzzer Board", a battery operated gadget having two buzzers, one for the teacher and another for the pupil, to promote auditory-motor and visual-motor integration. Child started by learning to code what long and short signals sounded and looked like. First the tutor buzzed single sounds and child determined if they were long or short. Child then reauditorized two and three sounds. Tutor coded sounds which tutee repeated on his buzzer. Next, the tutee pushed out code cards for the codes the tutor sounded (auditory-visual integration.) Finally, the

child coded on paper the sounds his tutor made (auditory-motor integration). The child's enthusiasm was so great that he took the code with him to class, coded all the children's names and permitted them to buzz them out on the Buzzer Board. The coding of the letters conveyed the understanding of the "meanings" of letters. Words were coded to hear their beat. Thus adequate -.., misery -.., mistake .-.

Used the Tok Bak, a plastic gadget enabling the child to hear himself with little if any sound distortion because it eliminates auditory figure ground. With it the child easily learned to discriminate between blends and short vowels. It was frequently used in conjunction with the phonic workbook exercises.

Frostig intermediate level exercises in positions in space, spatial relations, and figure ground comprised part of the program of remediation. Tutor worked in Symbol Tracking to encourage left to right progression along line and in making the return sweep to the next line. Worked on Phrase Tracking to help tutee to discriminate between words with similar configurations as well as to help in left-to-right progression and the development of a sight vocabulary.

Stories related to child's interest were selected from Golden Magazine and rewritten at an easier level. After reading an article on Navaho sandpainting, the child wondered if he could sandpaint. The next day, the tutor and tutee were sandpainting. Such an activity provided a splendid motivation for tackling visual-motor problems.

Auditory blending of vowels with consonants was facilitated by using phonograms like "and" and "end" to which consonants and consonant blends were prefixed.

Tutor: 1 year teaching.

Tutee: 10 years old, 3rd grade, non-reader

Major difficulties: Uncommunicative and suspicious, poor conceptual background. Poor sight vocabulary. No word analysis skills.

Procedures: Talked about her own children showing child snapshots of them. Requested tutee to bring in pictures of herself and her family.

Explained the meaning of medal in Curious George Gets A Medal by Hans Rey.

d

Pinned a paper medal which read "Story Reader" on her dress because she had read Go, Dog, Go so well.

Gave her Green Eggs and Ham, a Dr. Seuss book, and remarked how happy her children were to have her read their books. Tutor felt that tutee and she were beginning to identify - her facial muscles were beginning to relax.

Tutee started to arrive promptly, so tutor pinned on her a bright yellow medal with a red and black border which said, "A Prompt Girl."

Child read a self-composed swimming story. For the first time she requested to compose a story about the finger puppet tutor had made.

Tutor chided child for not hiding the crayons she had been given from her baby sister who had broken all of them. The ventilation of resentment resulted in establishing a rapport not previously observable.

Tutor remarked that her tutee had not returned her greeting, thereby hurting her feelings. The child seemed to understand when asked if she would like it if her tutor did not acknowledge her greeting.

Child became animated at the sight of the tutor and her daughter. Tutor made a Binge-type game using words from the Dolch basic-sight list and each of the three participants took turns at being a caller. Tutor helped her tutee as unobtrusively as possible to become the winner. Tutee did win and was awarded a medal which said, "The Winner." Tutor's daughter and tutee struck up a friendship.

Tutor and tutee went to a local library to choose some easy books to borrow. Tutee insisted that her tutor read to her the book she had selected for her son. They Turned to Stone is a book about fossils by Jean Zallinger. When the book had been read to her she asked more questions than ever before. Tutor gave child the book to take home and promised to bring in a dinosaur book and some pieces of coral. Tutor remarked, "It's funny, yesterday I said 'hopeless', today I'm excited and am thinking positively again."

Last night the child's father read They Turned to Stone to all the children.

Child came in with signed permission slip to go to the public library. Tutor and tutee were excited. The tutor remarked that in those few minutes her tutee

smiled more than she had all the time they had been together. Tutor was exhilarated by the freedom of walking with her tutee in the street. Felt that during the walk her tutee's conversation was at an all time high. Reflected that when a child believes that you care enough about her to take her someplace, this does more to overcome apathy and uncommunicativeness than the mechanics of teaching.

Used picture dictionary to build a vocabulary as well as to teach initial sounds and alphabetization. Tutor had her organize her notebook into four parts: Carol's Sounds, consisting of drawn or pasted cut out pictures illustrating various sounds, Carol's Word Families, words containing phonograms like "ay" and "and", Carol's Words, consisting of alphabetically arranged words learned during a lesson and Carol's Stories, self-composed stories or summaries of books read.

Tutor: 4 years experience teaching reading.

Tutee: 13 years old, 5th grade, 3rd grade reading level.

Major Difficulties: Confuses various phonetic elements, particularly digraphs and short vowels. Deficient in syllabication techniques. Fails to read critically and creatively.

Assets: Makes good use of context clues. Has satisfactory oral vocabulary. Is able to read for main ideas.

Procedures: Used pictures cut out of newspapers and magazines to elicit creative responses and to encourage critical reading at both an oral and written level. Tutor brought in a New York bank's advertisement picturing a woman sitting on an easy chair knitting a sweater, while chained to her leg is a gigantic egg in a nest. Tutee was asked to explain the significance of the nest egg clue. Next he was asked to locate objects in the picture having certain initial and medial sounds: "sh" in shade, "ch" in chair, "a" in basket, "e" in nest and egg, etc. Tutor utilized the boy's artistic ability to make picturecards suggesting the sounds of those phonetic elements with which he had been experiencing some difficulty.

Tutor showed tutee an advertisement of a house which had been lifted off its foundation by a giant cactus and asked him to write a story. Tutor explained

the next day the function of proofreaders on a newspaper's staff. Stressed the fact that experienced writers often make mistakes and suggested that they proofread his story which the tutor had typed the previous night. The exercises provided a painless way of improving phonetic and structural analyses skills within the context of the child's own creative writing.

Tutor: 7 years experience teaching reading.

Tutee: 11 years old, 4th grade non-reader learning English as a second language.

Major Difficulties: Limited reading and speaking vocabulary. Inability to identify many consonants, vowel and digraph sounds. Poor auditory discrimination. Inability to determine whether he had made an error. No concept of grammatical English. Poor comprehension. Problems in reading stem from limited knowledge of English words, concepts and sentence structure.

Assets: Intelligent, eager to learn - never late, never absent, reluctant to leave at end of eash session.

Procedures: Administered the Peabody Picture Test and the Lorge-Thorndike Intelligence Test, Primary Form A, Level 2 in Spanish to determine mental alertness. Administered simple picture and word card test to determine ability to reccgnize and to pronounce the names of common objects. Elicited responses to pictures in the Bank Street primer, In The City. Diagnosed by means of the Gates McKilop and the Durrell his learning rate of words, ability to identify the names and sounds of letters, auditory discrimination, nonsense word sounds, auditory blending and oral reading.

Tutor encouraged child to listen and to respond to questions relating to his family. Tutee drew pictures of members of his family including himself and then with the tutor pointing to her own body pronounced face, nose, eye, ear, etc. in the context of the following pattern: What is this? This is my face. The tutee repeated what his tutor had said until it was evident that he had learned his lesson. Next he (not on the same day necessarily) dictated and read to the tutor a little

story using the words and the sentence patterns that he had learned. In subsequent lessons through dialogue, pictorial representation and dramatization, the tutor using basic sentence patterns with which tutee was already familiar taught plurals (this, these, is, are) pronouns (me,mine) and numbers. Tutor taught her tutee how to position his articulatory organs to make those sounds which he tended to confuse: "s", "th", "v", "ch", "a", "i", "O", etc. To make the sound of the vowel in the word cat the tutee was told to lower the front of his tongue and jaw in a relaxed manner. The tutee's tendency to pronounce "cat" as "cot" is attributable to his lowering the back of his tongue and rounding his lips. Next, the tutor wrote words in the child's spoken or aural vocabulary, pronounced them: fat, cat, hat, hand, have, had, and then showed him that the letter "a" has the same sound in each word. The "at" family was next introduced as well as appropriate consonants to place before the "at" phonogram. Some of these words were then used in sentences. Reinforcement of learning was achieved through gamelike drills using a clown's tongue on which were printed the "at" family. Words learned were printed in the tutee's notebook in meaningful context using sentence patterns already mastered. This material could then provide additional practice outside of the class setting. Tutor found that the Sullivan Programmed Primer which stressed medial sounds was very helpful. Biff and Tiff and Nat the Rat of the Miami Linguistic Readers provided interesting story material using words containing short vowels.

To prevent fatigue, to maintain interest and to encourage initiative on the part of the tutee, the tutor constantly praised him when he made progress, varied her techniques and materials at fifteen minute intervals and let him help her with Spanish words so that he would feel that learning is a two way process.

EVALUATION:

Using the Durrell Analysis of Reading Difficulty "Check List of Instructional Needs" as a guide, the graduate students compared their tutee's status at the beginning of instruction with his "final" status to determine the degree of progress made. Results of this somewhat impressionistic evaluation appear in Tables I, II and III. In these tables No improvement signifies consistent failure to learn and to apply what was taught. Some improvement suggests identifiable progress but erratic and inconsistent performance. Much improvement implies a rather successful and consistent application of skill. W.A., well adjusted refers to generally satisfactory performance prior to instruction. N.I. means no information available.

In matters relating to habits and attitudes (voluntary reading and persistence, for example), None signifies continuing resistance, rigidity or unwillingness. Some indicates a perceptible positive but undramatic change in such habits and attitudes as rigidity, unwillingness, resistance and passivity. Much reflects a continuity of dramatic change in attitude and behavior.

TABLE I

EVALUATION OF SEVEN PUPILS' PROGRESS ON SELECTED ITEMS OF THE DURRELL CHECK LIST OF INSTRUCTIONAL NEEDS - NON READER OR PREPRIMER LEVEL

	Degree of Improvement			
	None	Some	Much	W.A.
Understanding of material heard	2	5		
Spoken vocabulary	5	2		
Visual perception of word elements				
Visual memory of words	3	4		
Giving names of letters		1	2	4
Identifying letters names			2	5
Matching letters			4	3
Copying letters		1	3	3
Auditory perception of word elements				
Learning sounds taught	2	5		
Initial or final single sounds	2	5		
Initial or final blends	3	4		
Phonic abilities				
Solving words	5	2		
Sounding words	3	4		
Sounds of blends-phonograms	5	2		
Sounds of individual letters	1	6		
Remembering words taught	3	4		
Attention and persistence	2	5		
Self-directed work	6	1		

An examination of Table I reveals that only 8% of the tallies indicate any consistenly positive change in attitude or skills. Most students were unwilling or unable to do independent work. They required constant supervision and needed to have things "mapped out" for them. Only two pupils showed some signs of self-direction particularly when they drew pictures to illustrate certain letters. The pupils who made no improvement in oral vocabulary were largely uncommunicative for reasons of shyness, fear of displaying ignorance, apathy or resistance. They understood more than they could or wanted to communicate. Although most of the tutees did make some gains in the perception of various phonetic elements, they were generally unable to apply their knowledge to solving a word's pronounciation within the context of a sentence. Perhaps their inability in this area is related to inability to effectively synthesize the discrete phonetic elements with sufficient speed into a recognizable pronounciation unit. Another reason may be attributable to distraction or "background interference" because of the spatial encirclement of a particular word by other words. The greatest amount of improvement and "adjustedness" are in identification, matching and copying of letters. Consistent improvement was not apparent, however, in visual retention of words.

TABLE II

EVALUATION OF TWENTY-TWO PUPILS' PROGRESS ON SELECTED ITEMS OF THE DURRELL CHECK LIST OF INSTRUCTIONAL NEEDS - PRIMARY GRADE READING LEVEL

	DEGREE OF IMPROVEMENT				
	None	Some	Much	W.A.	N.I.
Understanding of material heard	2	16	2	2	
Spoken vocabulary	9	11	1	1	
Visual memory of words	3	17	2	2	2
Auditory analysis of words	3	17	1	1	
Solving words by sounding	5	16	1		
Sounds of blends, phonograms	3	16	2	1	
Use of context	2	13	2	5	
Remembering new words taught	2	7	5	6	2
Errors on easy words	3	9	4	6	
Security in oral reading	2	11	9		
Attack on unfamiliar words	5	16		1	
Oral reading comprehension	1	15		6	
Silent reading comprehension	4	15		3	
Attention and persistence	3	10	3	6	
Self-directed work	14	4	4		
Voluntary reading	13	6		3	

Computation of the statistics in Table II yields these tallies: dramatic improvement (10 per cent); erratic improvement (56 per cent); no improvement (21 per cent); well adjusted (14 per cent). Criteria showing least improvement were in amount of voluntary reading and degree of initiative in working independently. Some of the tutees had told their tutors that the amount of reading they did during the summer school session was sufficient. Most said they'd rather do other things after school like playing ball, swimming, taking in a movie, watching T.V., etc. The area of greatest improvement was in security of of oral reading. Perhaps the highly personalized, non-punitive tutor-tutee relationship helped to dispel the fear, tension and self-consciousness which some of these children had experienced in the regular classroom situation during the school year.

The improvement made by 15 pupils in oral and silent reading comprehension was perhaps occasioned by their reading many stimulating materials geared to their interests and ability. There was more of an incentive to concentrate on what was read. Some of the children whose comprehension was better when they read orally rather than silently needed to "hear themselves talk" in order to remember what they had read. Reading silently was for them a more difficult enterprise. Reading orally was more fun because one shared his thoughts with someone else. As the children received instruction and practice in detecting differences in the visual configurations of words that were similar (House, horse) and as they learned to use phonetic and contextual clues, their ability to attack new words and to remember them increased.

Some of the tutees who showed no improvement had perceptual and personal difficulties which necessitated a remedial program for which the tutors were not entirely equipped to handle in such a short span of time.

TABLE III

EVALUATION OF NINE PUPILS' PROGRESS ON SELECTED ITEMS OF THE DURRELL CHECK LIST OF INSTRUCTIONAL NEEDS- INTERMEDIATE GRADE READING LEVEL

	DEGREE OF IMPROVEMENT				
	None	Some	Much	W.A.	N.I.
Understanding of material heard		5	2	2	
Auditory analysis of words	1	4	1	3	
Solving words by sounding syllable	1	7	1		
Meaning from context		4	2	3	
Attack on unfamiliar words	1	5	1		2
Word and phrase meaning		6	3		
Oral reading comprehension	1	6		2	
Comprehension in silent reading		4	5		
Critical reading	6	2			1
Speed of reading	7	2			
Voluntary reading	3	4	2		
Attention and persistence		1	3	5	
Self-directed work	5	3		1	

A breakdown of the data in Table III results in the following tallies for degree of improvement: "much" (18 per cent); "some" (46 per cent); "none" (22 per cent). Fourteen per cent of the tallies were in the "well adjusted" category.

Table III shows that all improved their silent reading; five made dramatic gains. In contrast, oral reading comprehension tallies showed no dramatic gains. These results may reflect the fact that the tutors deemphasized oral reading activities. Most frequently they asked their pupils to read silently to answer various questions. Another reason that may account for greater competency in silent reading is that the children were becoming more proficient in obtaining the meanings of words and phrases in context. The "intermediate grade reading level" tutees made their poorest showing on speed of reading. Why? The tutors did not stress rate of reading for two reasons: fear that the tutees would lose what silent reading gains they had made by sacrificing comprehension for speed (which could discourage them) and the conviction that their word analysis skills were not sufficiently developed to enable them to move their eyes quickly along the printed page.

The tutors were concerned with the improvement of many more basic skills and omitted or glossed over instruction in critical reading. An occasional tutor who did provide critical reading activities was disheartened by the results. It was difficult to teach this skill to children who had not previously been taught to question, to weigh and to evaluate.

What were the tutors' and the tutees''perceptions on matters relating to instruction during their six week participation in the Title I remedial program? Class discussion of suitable evaluative criteria resulted in two questionnaires, one for the tutors, and one for the tutees. A summary of responses appears below each question.

TUTOR'S QUESTIONNAIRE

1. What is my attitude toward the child assigned?

Warm	20
Satisfactory	14
Indifferent	3
Hostile	1

2. Did I establish rapport?

Yes	34
No	2
Unsure	2

3. Was I able to hold interest and attention?

Almost always	6
Frequently	20
Infrequently	8
Seldom	4

4. Did I use materials geared to the child's ability and interests?

Most of the time	10
Frequently	18
Sometimes	10
Rarely	0

5. Did I employ a variety of techniques at each session?

Usually	30
Sometimes	4
Seldom	4

6. Did the instruction motivate the child to take steps on his own to improve his reading?

Yes, Frequently	8
Yes, Occasionally	10
No	20

7. Did the child benefit from instruction?

Yes, without reservations	18
Yes, with reservations	13
No	4
Uncertain	3

8. Was I flexible in meeting changes in the child's needs?

Yes	22
No	4
Uncertain	8
No information	4

9. Did I present word analysis and comprehension skills in an orderly and sequential manner?

Yes	10
Yes, with doubts	12
Uncertain	8
No	8

10. Did I use instructional time to best advantage to accomplish my objectives?

Almost always	7
Yes, usually	12
Generally, no	7
Uncertain	8
No information	4

QUESTIONNAIRE ELICITING TUTEES' RESPONSES

1. What is your attitude toward me?

Warm	20
Satisfactory	11
Indifferent	5
Hostile	2

2. What is your opinion about what I've done?

Very helpful	25
Useful	7
Indifferent	4
Of no value	1
No information	1

3. Are you reading outside of class?

Yes, frequently	3
Yes,occasionally	15
No	20

4. Do you feel you've improved?

Yes	35
No	1
Unsure	2

5. What activities have helped you the most?

Activities Regarded as Most Helpful

Word Analysis:	
Attacking new words through phonics	2
Practicing on initial consonants	4
Learning blends and digraphs	5
Sounding out words	2
Word Recognition	
Doing crossword puzzles	4
Playing word games	3
Improving vocabulary	3
Comprehension	
Reading to answer questions	2
Oral Reading	5
Recreational Reading	5
Study-Type Reading	2
Reading Skills	
Skimming	1
Improving speed	1

7. How do you feel about getting special instruction?

Most Grateful	34
Uncertain	4

A truly educational experience affects both the learner and the teacher. Did the graduate students learn or discover anything about themselves as a result of their tutoring experience? Did they develop new insights into their capabilities? Did they change their attitudes about the disadvantaged? The answers to some of these questions may be surmised from examing their verbalized opinions:

Greater empathy

> I have concluded that all children have similar desires: to be heard and understood - to be counseled and not yelled at - to be given an opportunity to succeed. When children are overlooked, forgotten and not accepted, they are disadvantaged regardless of race.

> I have a better understanding of the non-reader's frustrations. Things I took for granted that a boy of his age would know I discovered were not known. I am very much aware of the great effort he must make to learn how to read.

> I tried to feed him middle class values but he rejected them. It wasn't until he taught me about his desire to survive first and then think of the future that I realized why I was getting nowhere. When you have to support a family at this early age, you don't think of the future until today is completed.

Greater self-understanding

> I must protect myself from overinvolvement with the child's problem. This is hard to do since the key to the child is involvement. I must learn to be sufficently interested in her and yet still not continue to worry about her between sessions or when the work is over.

Self-fulfillment

> I learned that I could enjoy remedial teaching because of the closeness and warmth one experiences in knowing a person so well and in trying to help him.

> I learned that I had a way of making children feel comfortable.

> I discovered that a child can profit from my instruction because he trusts and respects me.

Personal inadequacies and/or limitations

> I just feel I haven't been able to spark interest and enthusiasm. Is it because I don't offer enough of a challenge? Or is it that I work too hard at it?

I'm not patient and I'm too demanding and exacting for a ten year old. I feel that this is not the age group with which I can achieve beneficial results.

I know I am a very stubborn person and my tutee's moodiness confirmed it. Each time she rebelled I was too proud to give in. I felt I had to overcome her. This prevented me from getting through to her.

I discovered I need to become more proficient in drawing out the interests and experiences of children. I have less difficulty in a group situation.

Knowledge and insights about teaching reading

In the past when children made errors while reading I merely glossed over them because I didn't understand the reasons why they were made. Using the Durrell and the Gates-McKillop reading tests helped me to pinpoint specific errors and to understand their background.

It made me realize that no matter on what level the reading matter might be, the preview by the teacher, his structuring of subject matter can help the child to read and understand material that is several grade levels above his independent reading level.

I learned that certain aspects of my own reading program were mass oriented in spite of the fact that I have an individualized reading program. This has had a therapeautic effect.

I could have been more creative instead of sticking to methods I know will work.

I learned that the teaching of reading can be done more interestingly and with better results when the child has more to say about the selection of content and materials.

I have developed greater incentive to find out about the creative approaches and materials

IN CONCLUSION:

My talks with teachers, the principal, Mrs. Kalat and the school aide gave me assurance that the work of the graduate students enrolled in Practicum in Reading was deeply appreciated. We were not regarded as outsiders but part of the school family. The school staff reported that most of the pupils who had received tutorial instruction showed greater effort, enthusiasm and self-confidence. Many of the tutors were delighted to learn that their tutees had done well on their end term reading test.